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ABSTRACT

A 2-year exchange program between Purdue University's extension Department of 4-H and Youth and Togo's University du Benin, funded by the United States Information Agency, is described. In the program, eight Togolese fifth-year agricultural students spent 6 weeks in Indiana with farm families, and eight Indiana 4-H members--including three inner-city youth--spent 6 weeks in Togo studying the United States' role in international development. In each case, the youth studied the counterpart country's agricultural practices and projects. In Togo, the American participants were briefly paired with Peace Corps volunteers. The report describes the program for both groups of youth, including eligibility requirements, orientation, activities, and debriefing, and evaluates the program's success. Recommendations are made for similar youth exchange programs to be undertaken in the future. An application form is appended. (MSE)

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ADDRESSING THIRD WORLD DEVELOPMENT THROUGH YOUTH EXCHANGE

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by

Michael M. Stitsworth

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INTRODUCTION

For centuries, people have traveled to faraway lands. But aside from explorers, early inhabitants rarely traveled further than the next town or village because they were limited by the pace of their own two feet, the speed of their horse or camel, and the swiftness of their vessel upon the water.

The advent of the sailing ship and airplane changed the course of history forever. Suddenly, in only a matter of hours, people could be transported distances which once took months or years to travel. People began to travel more than ever before, both for business and for pleasure. Increasingly, the general public began to see the educational benefits of travel, especially for post-secondary students. Programs offering foreign educational experiences for undergraduates began with junior year abroad offerings of the University of Delaware and Marymount College in 1923.[1] But until the 1950's, the small number of college students who studied at foreign universities were usually from wealthy families and were often partly motivated by a desire to improve their ability in a foreign language. In 1968, Abrams noted, however, that "study abroad for Americans is no longer the province of the few--the well-to-do and the specialist--but it is coming to be an accepted instrument for the general education of the many."[2] Partly as a result of economic prosperity, transportation advances and technological developments which made the world only a television set or a newspaper away, the number of students traveling and studying abroad increased dramatically.[3] Today's parents are now more motivated and enthusiastic than ever about their children participating in international cultural and academic exchanges both at the secondary and post-secondary levels.[4]

Although international exchanges involving American secondary students overseas are much fewer in number than those involving students of higher education, there are a great many high school age young people traveling abroad, even though accurate estimates of the number of outbound students are nearly non-existent. Summer abroad programs for American high school students are widely available. Most high school students who travel outside of the U.S. do so as participants in short-term exchange or travel programs, usually of less than three months duration.[5]

In 1980, Rhinesmith estimated that the non-profit sector sponsors between 5,000-7,000 students abroad each year on short-term exchanges while private, profit-making organizations facilitate travel for many times that number of students. He cited the for-profit corporation American Institute of Foreign Study as sending 12,000 students abroad each summer.[6] But even these numbers do not reflect the thousands of students who travel overseas each year as participants in exchanges organized by high schools, often through language or history clubs. Rarely, however, do such students sojourn in Third World countries.

THE MODEL

The Department of 4-H and Youth at Purdue University was awarded a $37,499 grant from the Bureau of Educational and Cultural Affairs of the United States Information Agency (USIA) to conduct an exchange of young people between Indiana and Togo, West Africa.

Four-H, a program of the Purdue University Cooperative Extension Service, is Indiana's largest non-formal educational program with a membership of 160,000 youths distributed among indiana's 92 counties.

The program was a two-year exchange. In 1985, the grant allowed eight Togolese fifth-year agricultural students to spend six weeks in Indiana with thirteen Indiana farm families. Included was a three-day workshop and departmental visits on the Purdue campus to acquaint the Togolese with agricultural practices and research in Indiana.

In 1986, eight 4-H members traveled to Togo for six weeks. Three of the eight 4-H'ers were members of the Marion County 4-H Y.O.U. (Youth Opportunity Unlimited) program. The 4-H Y.O.U. program was a youth program designed to serve low-income, innercity teens. While in Togo, the 4-H members studied the United State's role in international development by visiting agricultural projects, schools and spending time paired one-on-one with Peace Corps volunteers.

Planning for the exchange was facilitated by the project director traveling to Togo in July, 1985 to meet with officials of the U.S. Embassy, U.S. Agency for International Development (USAID) and University du Benin. Located in Lome, the University du Benin is Togo's only university. Additional planning was conducted when the group leader for the 4-H group traveled to Togo in March, 1986.

Togo was selected as the host country for the exchange because of Purdue University's history of involvement in development projects in West Africa, particularly Niger, Burkina Faso and Ivory Coast. Togo has benefited from 17 years of rule under one head of state, generally characterized by peace and political stability. Although Togo is non-aligned, the country enjoys a good relationship with the U.S.

This exchange permitted sending a group of 4-H members to an area of the world where Indiana 4-H had not previously participated in an exchange and encouraged participation by minority 4-H members. Although all international 4-H opportunities have been available to minority 4-H members in the past, minorities have never been represented in previous exchange activities.

THE INBOUND PHASE: TOGOLESE TO INDIANA

Selection of Togolese Students

The U.S. Information Service (USIS)[7] staff of the U.S. Embassy in Lome worked with the dean of the School of Agronome at the University

du Benin to select eight agriculture students for travel to Indiana. The group was selected from the 14 members of the fifth-year agriculture class. They ranged in age from 23 to 25 years; there were seven males and one female.

Following their selection, the eight students studied English at the USIS American Culture Center in Lome. While in secondary school in Togo, each student had studied English for three years. As a result, the group members could communicate quite well in English except when discussing technical areas. Biographical information for each Togolese was supplied to Purdue by USIS. The students were sent general information about Indiana (e.g., geography, weather, agriculture, etc.).

American Host Families

Host families for the Togolese nationals were selected from applicants identified by Purdue University Cooperative Extension Service personnel. All expenses associated with room and board were be provided gratis by host families. Host families received appropriate written orientation materials about Togo as well as a biographical information sheet prior to the arrival of their guest.

The eight Togolese stayed with individual host families for three weeks each. At the end of three weeks, the Togolese were rotated among the host family pool to provide a variety of experiences and to accomodate the varied interests of the Togolese. All eight students were hosted on active farm operations. A total of 13 host families participated in the program.

Orientation for Togolese Students

The Togolese group was accompanied to Indiana by the project director who was returning from a planning trip to Togo. Upon arrival, the group participated in a two-day orientation program held at the Indiana University-Purdue University at Indianapolis (IUPUI) campus. Leading the orientation activities was a former Peace Corps volunteer to Swaziland. A USIA program officer from Washington, D.C. was also in attendance. Some of the topics covered included an introduction to Indiana and Purdue; information about currency conversion and postage; cultural differences and racism in America; and, living in an American home.

Welcome activities involving 4-H Y.O.U program participants were planned which included a reception at the office of the mayor of Indianapolis, a driving tour of the city, and a trip to a local pioneer farm village to examine early agricultural methods in the U.S. The Togolese were also hosted by the Indianapolis Children's Museum where a tour of the facilities, including the African exhibits, was conducted in French. Each Togolese student was paired with a Y.O.U. participant for the day.

During the evening, the Togolese were hosted at a welcoming party on the Butler University campus by the 4-H Y.O.U. organization. African food and music, as well as popular American music and break dancing were featured. Approximately 60 persons attended.

Thematic Activities

Following orientation, each Togolese was placed with Indiana farm families for a period of six weeks. In addition to participating in the usual family and farm activities, most of the Togolese had the opportunity to attend one or more statewide 4-H events, including 4-H Round-Up which brings about 2,500 4-H members to the Purdue campus each summer. All the Togolese attended one or more county fairs and the Indiana State Fair with their host families.

Near the middle of their homestays, the Togolese traveled to Purdue University for three days of agricultural tours and demonstrations designed to teach them about the state of American agricultural methods. Joining them for the three days on campus were selected members of the 4-H Y.O.U. program who had previously indicated an interest in traveling to Togo in 1986. Both groups stayed in graduate student housing on the campus.

Although parts of the program for the two groups were conducted jointly, other segments were directed specifically at the Togolese or the Y.O.U. participants respectively. Both groups attended a reception the first evening where members of the Purdue international community welcomed them to the campus. Approximately 50 persons attended and sampled a variety of African foods.

Daytime activities for the Togolese included campus tours, an introduction to integrated pest management and tours of laboratory facilities. Of particular interest to the group was a presentation by faculty members on research aimed at genetically improving the drought resistance and nutritional quality of sorghum varieties in West Africa. They also learned about Purdue's research on drought and stress resistance through tissue culture genetic improvement.

The Togolese met with representatives of the School of Agriculture concerning graduate education opportunities in the U.S. This was arranged at the specific request of the Togolese. Prior to leaving the campus, they met with a Purdue agricultural economist to discuss American farm policy.

The Y.O.U. participants toured the campus and spent time at the Black Cultural Center. In addition, they met with two professors from the Department of Afro-American Studies to learn about religious and cultural differences between the U.S. and Africa. Two history professors met with the group to talk about African history. A Purdue agronomist with experience in West Africa addressed the topic of development in Africa.

Having the Togolese and Y.O.U. participants together on campus at the same time facilitated the two groups becoming acquainted and permitted using campus resources to begin culturally preparing the Y.O.U. group for travel to Togo in 1986.

Following the three days of activities, the Togolese returned to their host families. We took advantage of having the group together to change some host family assignments to better accomodate the desires and interests of individual Togolese.

Debriefing Activities

At the end of their homestays, the Togolese returned to the IUPUI campus in Indianapolis. Following an afternoon debriefing, the Togolese attended a farewell party hosted by the 4-H Y.O.U. organization. The following morning, they departed for Togo.

THE OUTBOUND PHASE: AMERICANS TO TOGO

Planning Trip

The project director was in Togo from July 7 until July 13 for two purposes; first, to complete orientation of the Togolese traveling to the U.S., and second, to meet with the USIS staff in Lome concerning the 4-H group that would travel to Togo in 1986.

While in Togo, the project director met with the Togolese students on three occasions. Orientation topics covered included:

- Orientation to Indiana, Purdue University and the 4-H youth development program;
- Overview of Indiana agriculture;
- Discussion of homestay concerns; and
- Discussion of travel plans, itinerary, packing and items to bring to Indiana

The project director met extensively with the USIS staff to discuss plans for the 4-H group's visit to Togo in 1986. A meeting was held with Owen Roberts, the U.S. Ambassador to Togo. The USIS staff also arranged for a meeting with a USAID program officer to discuss some possible activities for the 4-H group in 1986. One full day was spent with the dean of the School of Agronome at the University du Benin in Lome. Activities included a trip to central Togo with the dean to examine some agricultural projects being conducted in the area that would be of interest to the 4-H group.

As it turned out, the USAID program officer and dean of the

School of Agronome at the University played key roles in facilitating activities for the 4-H group.

4-H Youth Opportunity Unlimited Program

The grant permitted sending eight Indiana 4-H members to Togo for six weeks during the summer of 1986. When the contract was originally approved, it was our intent to select all eight 4-H members from an urban 4-H program in Marion County, Indiana (Greater Indianapolis area) known as 4-H Youth Opportunity Unlimited (Y.O.U.). Although the Y.O.U. program was in existence during this exchange program, the program was discontinued last year because of lack of additional funding.

The Y.O.U. program was an innovative youth program designed to develop and improve the personal situations of low-income youth through their participation in informal educational programs including career exploration, job training, personal development, recreation, consumer education and life skill building. The 4-H Y.O.U. program served approximately 500 economically deprived youth ages 11 to 18 in innercity Indianapolis. Although it was open to all youth without regard to race, religion, color sex or national origin, the 4-H Y.O.U. program was composed of 90% minority youth including black and Mexican-Americans. The program addressed the needs of youth who are most often missed by other youth services and who lack the resources or motivation to take advantage of opportunities that are made available to them. For approximately 80% of Y.O.U. members, Y.O.U. was the only non-school program to which they belonged.

The program had an overall membership of approximately 800 youths, eleven years of age and older residing in innercity Indianapolis. Approximately 50% of the membership was comprised of youth 15 years of age and older. The average tenure of membership for older members was four to five years indicating a a good retention rate for older youth.

Y.O.U. members were already a select group as evidenced by their membership in the program--they recognized the need and had the desire to move beyond their present innercity environment and its social, economic and educational limitations.

Y.O.U. members participated in urban 4-H projects such as windowsill gardening, model rocketry, bicycling and dog care. They also received leadership and citizenship training directed at developing necessary life skills for assuming their role in society. Y.O.U. members regularly participated in 4-H educational activities on the county level and, likewise, traveled to state 4-H events.

Program counselors visited the homes of Y.O.U. members to talk with members and their families at least once every six months; therefore, the program staff was intimately acquainted with the background of each Y.O.U. member.

The program received its leadership from a voluntary board of directors made up of 29 community leaders representing a cross-section of both the public and private sectors. The directors included local bankers, businesspersons and community service workers who took an active role in the program. When appraised of a possible exchange with Togo, the board embraced the idea enthusiastically and without reservation.

Eligibility Requirements

To be eligible for the exchange, 4-H members were required to be 16 and 20 years of age at the time of travel and enrolled in the 4-H Y.O.U. program. Finalists were required to possess a level of maturity and flexibility necessary for such an international experience as demonstrated through interviews, written recommendations and evaluation by Y.O.U. personnel. Although not required, a degree of fluency in French was preferred. In actuality, none of the Y.O.U. applicants had previously studied French. As part of the selection criteria, each 4-H Y.O.U. member had to agree beforehand to share their Togo experiences with a minimum of six educational, civic or 4-H groups upon their return to Indiana.

Each 4-H member provided 25% of the cost of roundtrip airfare ($650) to Togo from personal sources or through Y.O.U. fundraising activities. Costs associated with obtaining a passport, physical examination and any insurance coverage beyond that provided by the grant were the responsibility of the 4-H member. In addition, 4-H'ers provided spending money to pay for film, gifts and other incidental expenses. We estimated spending money requirements to be $150 per person.

Selection of Y.O.U. Exchange Group Members

At the end of the Togolese' homestays, a group of 4-H Y.O.U. members ages 16 to 18 were tentatively identified to travel to Togo in the summer of 1986. Final selection of 4-H Y.O.U. members was based on an application developed by the project director, 4-H Y.O.U. coordinator and associate director of the Purdue University International Programs in Agriculture staff (see Appendix A). Three written references were required of each candidate. Following an initial screening of applications for eligibility, potential candidates were invited for interviews before a committee comprised of the above-named faculty with additional representation from 4-H Y.O.U. program personnel and board of directors.

The Y.O.U. interviews turned out to be the greatest disappointment experienced during this exchange program. Following interviews with 12 potential candidates, it was the consensus of the interview panel that only five Y.O.U. candidates appeared to be mature enough for travel to Togo.

Further disappointment was to follow. About two weeks following the selection of the five Y.O.U. members, terrorist activities in the Middle East escalated to the point where two of the five 4-H members declined to participate, leaving only three Y.O.U. members.

A decision was made at that point to open the remaining five exchange slots to members of the traditional 4-H program. Promotional materials for that purpose were developed and distributed which resulted in 34 applicants. Interviews were conducted again at which time five additional participants were selected to complete the group. Although the same application and reference form were used, the age requirement was relaxed to permit former 4-H members up to age 25 to also apply. This change was made partly in response to concern by the USIS staff at the U.S. Embassy in Lome that the original 16 to 19-year-old criteria would result in participants too inexperienced and immature for the Third World conditions found in Togo. Also, the USIS staff requested that, if possible, the remaining group members have a background in agriculture and French.

The final group which was assembled included three male Y.O.U. members ranging in age from 16 to 18 years of age. All three Y.O.U. participants were black. The remainder of the group was comprised of four females and one male--all traditional 4-H members (or former 4-H'ers) ranging in age from 18 to 23 years. Four of the five traditional 4-H'ers had some French training and all had a background in agriculture.

A female staff member in Purdue University's Department of Foreign Languages was selected to accompany the group. The individual selected was a former Peace Corps volunteer in Mauritania and is fluent in French. In March, 1986 this group leader traveled to Togo to make additional arrangements for the 4-H group's arrival in mid-June.

Orientation for Americans

From the time of selection, appropriate orientation materials were mailed on a regular basis to all participants. In addition, a French language tape was distributed to assist group members in developing at least minimal language capabilities.

Six weeks prior to departure group members participated in a one-day orientation which focused primarily on health and safety issues. Training included information on preparation of drinking water, self-treatment for diarrhea and dehydration, preparation of fresh fruits and vegetables for eating, as well as general discussions about health issues. Each exchangee was taught how to make oral rehydration fluid and how to treat water with iodine tablets. In addition, immunization requirements were discussed.

Immediately prior to departure, two additional days of orienta-

tion were planned to assist in group-building and to complete cultural orientation.

Health Concerns in Togo

A number of diseases which have been largely reduced or eliminated in developed countries are still prevalent in Togo. In addition, the sanitation level is low and public health controls are minimal. Because of the poor economy, local government funds for mosquito control, food inspection and disease prevention are limited. Tapwater is unsafe for drinking and sewer systems are non-existent.

These conditions are not unique to Togo--they are characteristic of many Third World countries. In order to remain healthy when traveling or living in a Third World country, it is necessary to address these important health issues by:

- Learning about the health risks and understanding their prevention;
- Obtaining proper immunizations prior to departure; and
- Practicing sound personal healthcare and taking preventative measures while in the country.

Most of the usual tropical diseases are found in Togo. Prevalent diseases include malaria, hepatitis, dysentery, meningitis, yellow fever, tuberculosis, skin infections and respiratory ailments. The diseases commonly associated with childhood in developed countries such as polio, measles, etc. are also common.

Rabies is sporadic in rural and urban areas. Parasitic infestations from contact with contaminated soil and consumption of unwashed fruits and vegetables are common.

Participants in the exchange were encouraged to consult their personal physicians concerning inoculations. Minimally, it was recommended that participants be inoculated against yellow fever, cholera, typhoid fever, and rabies,and that tetanus and polio immunizations be up-to-date. Prior to departure, all participants received an injection of gamma globulin for protection against hepatitis. Participants began taking Aralen (in pill form) at least two weeks before leaving as an aid to preventing malaria.

Ultimately, staying healthy in rural Africa depends on each individual taking responsibility for his/her own well-being. Purdue's past experiences in developing countries has shown that through education and immunizations prior to departure, and through preventative measures while in-country, the health risks associated with exchanges such as this can be reduced to acceptable levels.

Thematic Activities

The American group's primary objective was to study international development in a Third World country. To that end, the project director and group leader endeavored to make contacts during pre-exchange planning trips which would ultimately provide relevant educational experiences for the 4-H group. Secondary objectives included studying Togo's culture, political structure, schools, economy and people.

Upon arrival in Togo, the group spent their first ten days in Lome, the capitol. During that time, they worked to improve their French language skills through informal French lessons offered by the group leader. They met with the U.S. Ambassador to Togo and spent time at the U.S. Embassy's American Culture Center meeting the USIS staff and the Togolese who use the Center's facilities. They were briefed by the USAID and Peace Corps staff. The group met with Togo's Minister of Sports and Youth and were the guest of the Minister of Education at a dinner. Fulbright program participants in Lome discussed the role of that program.

While in Lome, the 4-H'ers toured some of the major government buildings and spent time in the local markets. They lived in student housing facilities at the University du Benin. Living at the University enabled the group to interact with many young Togolese students.

After ten days in Lome which lies on Togo's southern border, the exchangees traveled to Lama Kara, a city near the northern edge of Togo. For the next two weeks, the group traveled south toward Lome stopping periodically to visit development projects. The itinerary included visits to a biogas research station, a phosphate production facility, animal traction projects, coffee and cocoa farms and opportunities to meet with local farmers. They traveled in a vehicle provided by the University du Benin and were accompanied by a University professor and a driver. At night the group usually stayed in local schools.

One of the highlights of this two week period was individual group members spending time paired one-on-one with Peace Corps volunteers for two or three days at a time. These short stays provided a vehicle whereby the 4-H'ers could learn first-hand about development work and become somewhat more immersed in the culture than would otherwise have been possible.

The group spent an additional 7 days in Lome at the conclusion of the exchange. During that time, they participated in activities with Fulbright scholars, shopped and prepared for their return to the United States.

Followup Activities

In order to facilitate sharing their experiences with others, and to encourage returned participants to become involved in continuing

studies related to international development and Africa, the returned 4-H members pooled their photographs to produce a high quality set of slides. Each group member is actively providing slide presentations to organizations across Indiana.

In addition, the exchange group met with the Purdue University president, dean of agriculture and Cooperative Extension Service director to report to these university officials on their activities in Togo. A number of gifts from the Togolese Minister of Education were presented to the university.

In addition, the Department of 4-H and Youth has recently had funding approved from USAID through the Consortium for International Cooperation in Higher Education to produce a videotape to teach three basic principles of international development to citizen groups. The program will use Togo as the setting and the exchange activities as the vehicle for teaching the three targeted principles. Several of the group members will be involved in production of the videotape.

Since the exchange, the university has hosted the chief of protocol at the Village du Benin. The Village is a language training center in Lome which is affiliated with the University du Benin. Plans are currently under way to bring the dean of the School of Agronome at the University du Benin to Indiana for six weeks in the summer of 1987. The Department of 4-H and Youth is working with the Executive Council on Foreign Diplomats to bring Togo's ambassador to the United States to Purdue for an official visit in September of 1987.

These activities are part of Purdue's efforts to establish a substantial linkage with Togo and the University du Benin which might facilitate continued exchange of students and, eventually, faculty.

Debriefing

All American participants completed narrative evaluations upon return to Indiana and attended a one-day debriefing at the university.

EVALUATION AND RECOMMENDATIONS

Evaluation

Without a doubt, the American participants gained a better understanding of the role and responsibilities of developed countries in assisting the Third World. The time which the 4-H'ers spent with Peace Corps volunteers provided many rich experiences and insights into the problems and issues associated with development. Upon returning, one group member has indicated an intent to serve with the Peace Corps following completion of her undergraduate degree. The Americans were unanimous in agreeing that they gained a better understanding of why the development process is complex and slow. One

participant commented:

> My thinking [about] Third World countries has changed dramatically. I have a new perspective on developing countries. A developing country needs time for development and change. The introduction of technology and new farming methods are useless if [they] are introduced too fast, or at the wrong time. Therefore, the introduction of one idea takes time for it to actually sink into the people and work.

From a broader perspective, the American participants indicated that experiencing another culture and being part of a group for six weeks contributed to their personal growth and development. The evaluation narratives indicated an increased appreciation of their own personal situations in the United States. One 4-Her noted that,

> ...when I looked at the villagers, I realized that they are happy even though they don't have many of the comforts we have. This had a big impact on me because I tend to always want more than I have. I don't like small, simple community life, and I find myself looking down on people that are not big achievers. Seeing Togolese live such simple lives made me see that those people like their lives as they are. And if you're happy, why change. Being a career-oriented, high-goaled person isn't the only way.

Group members also commented on how aware they had become of the international naivete of Americans. One participant commented that:

> I think it is sad that Americans tend to have the mind-set that we [Americans] are the center of the world. We act and think like only our ideas matter. For example, in many countries, a second language is mandatory [in school]--Togo included. Togolese study a second language throughout their schooling; most of them speak three languages...how dumb I felt, especially when asked, "Don't you have to learn a second language in school?"

It is noteworthy that at least one group member is now enrolled in French classes at Purdue as a result of the exchange. Participants also indicated an increased interest in development and events taking place in Africa.

> I am more interested in the things going on in Africa. Development projects have now become more interesting. I can appreciate what Peace Corps volunteers have to go through--living environment, work environment, their personal ideas on development, etc. African people never really interested me very much...but now I know that they are very interesting--their culture, family living and traditions. I plan to keep up more on international news.

The American participants agreed that the high degree of diver-

sity within the exchange group itself was detrimental to the overall experience. The group members came from very different backgrounds; there was also a wide range of ages and educational levels. It was generally the perception of the non-Y.O.U. group members that the Y.O.U. members selected for the exchange were too young, immature, inexperienced and unprepared for conditions in Togo. Narrative evaluations indicated that the Y.O.U. members did not always willingly participate in group activities nor contribute to discussions during meetings with Togolese and American officials. The Y.O.U. participants, none of whom had previously traveled beyond nearby states, were generally perceived as not being very interested in Africa or development.

At the same time, the traditional 4-H'ers in the group seemed to recognize the experiential deficiencies of the Y.O.U. group. One participant was quite insightful in noting:

> Asking an innercity kid to imagine what Togo would be like and asking him to make a decision about traveling there would be about the same as asking me to comprehend some complex theory of nuclear physics--I simply wouldn't have the background to do it.

Despite the problems brought on by group diversity, participants viewed the overall exchange program as successful.

The Togolese students participated in a debriefing at the university prior to returning to Togo. At that time, they discussed the exchange and its benefits. The group judged the farmstays as extremely beneficial to learning about American agricultural practices. The Togolese found their host families willing to accomodate their interests and desires to see and experience many aspects of American life. The Togolese, like the Americans, noted experiencing many cultural benefits from their stay abroad.

The time spent on the Purdue University campus was viewed as very beneficial in providing an opportunity to learn about research at a major university, and how much of that research is directed at the Third World. The students were very interested in learning about graduate programs available at U.S. universities.

The Togolese noted the great technological gap between Togo and the U.S. and expressed some frustration as to how to apply what they learned in the U.S. to conditions in Togo. It might be argued that for these Togolese students, deciding how to export American technology to Togo is not nearly as important as becoming sensitive to the fact that improved methodology does indeed exists, and that through development, conditions in a country can be improved.

Recommendations

From the debriefing sessions and observations of the project

staff, the following recommendations are offered for future exchanges of a similar nature:

1) The USIS staff in Lome is to be commended on the excellent job they did in selecting the Togolese and preparing them for travel to the U.S. We found the students to be quite knowledgeable, genuinely interested in learning and more than adequately skilled in English. A host country infrastructure represented by institutions such as these is critical to the success of youth exchange programs.

2) The homestay experiences could have been improved by our having had a better advance knowledge of the specific agricultural interests of each individual Togolese. This would have facilitated choosing host families to better meet these specific interests.

3) Although Purdue usually assigns exchangees to host families for a minimum of three weeks, we sometimes found it desirable to change more frequently in this exchange in order to provide a more varied set of experiences to the participants. Less lengthy stays are more acceptable for older youths (such as the Togolese) who perhaps are more flexible in adapting to frequent changes in host families.

4) We were somewhat surprised at the intense interest exhibited by the Togolese in learning about academic study opportunities in the U.S. We arranged a meeting with several University officials to answer questions about specific study interests and financial requirements. We encouraged the group to discuss this subject further with the USIS staff in Lome.

5) The conditions found in many Third World countries such as Togo require choosing American exchangees who are mature, motivated individuals who are willing to devote pre-trip time to preparation and study.

6) Because of the environmental and cultural demands of many Third World countries, it may be desirable to select a somewhat homogeneous group of young people for Third World exchanges; a homogeneous group may better facilitate decision-making and goal-setting, and be more likely to accomplish exchange objectives.

7) We remain committed to involving minority and disadvantaged youth in youth exchange programs. It is simply not acceptable for the wealthy majority to be the sole beneficiary of the benefits of international youth exchange.

8) Involving special minority and disadvantaged audiences in youth exchange demands specialized selection and training. We recommend that consideration be given to involving special

audience applicants in interstate or farm exchange programs prior to selection for travel abroad. Such domestic exchanges would offer an intermediate, less rigorous experience for potential exchangees. Applicants who successfully complete a domestic exchange experience could then be considered for travel abroad programs.

9) Orientation is critical to the success of both the inbound and outbound program. Country-specific information can be effectively studied via periodic mailings to exchangees; however, cross-cultural training and group-building demand live group interaction prior to departure.

10) We continue to be disappointed in the ineffectiveness of language tapes sent to participants several months prior to departure. In our experience, even the most motivated participants will not study language tapes. In the future, we will experiment with targeting a small number of essential words and phrases and record a custom language tape specifically for each exchange.

11) Planning trips by project staff and/or group leaders are critical except when host country infrastructure is very well developed.

12) Selection of group leaders is important; at a minimum, the individual selected should have relevant previous experience in the host country or in a similar culture, be fluent in the appropriate language(s) and possess an appropriate degree of maturity and ability to work with young people. The group leader selected for the Indiana 4-H/Togo Exchange proved to be an excellent choice.

13) Free time in the host country can be either a positive or negative factor. Enough free time should be programmed to accomodate individual interests and agendas; however, too much free time is not desirable. Prior to departure, groups might benefit from considering ways to use free time while abroad.

Sources Consulted

[1]Marion, Paul B., Relationships of Student Characteristics and Experiences with Attitude and Value Changes in a Program of Study Abroad, (Doctoral dissertation, University of Colorado, Boulder, 1974), 1.

[2]Abrams, Irwin, "The Evolution of Undergraduate Study Abroad Programs," International Educational and Cultural Exchange, (September, 1968), 24.

[3]Gough, Harrison G. and William A. McCormack, "An Exploratory Evaluation of Education Abroad," (U.S. Department of Health, Education and Welfare, Office of Education, 1967, ERIC Document #017064) 18-19.

[4]Dragonas, Phyllis J., "The High School Goes Abroad: International Homestay Exchange Programs," Language in Education: Theory and Practice No. 55 (National Institute of Education, Center for Applied Linguistics, Washington, D.C., July, 1983, ERIC Document #233591), 15.

[5]Rhinesmith, Stephen H., "Study Abroad for High School Age Youth: Status, Purpose, and Proposed Directions," in Helene Z. Loew, "Assessing Study Abroad Programs for Secondary Schools Students," Language in Education: Theory and Practice No. 29, (National Institute of Education, Center for Applied Linguistics, Washington, D.C., 1980, ERIC Document #193974), 7-8.

[6]Rhinesmith, 8.

[7]In foreign countries, the government agency known in the United States as the U.S. Information Agency (USIA) is known as the U.S. Information Service (USIS).

Michael H. Stitsworth is an assistant professor in the Department of 4-H and Youth at Purdue University where he is a specialist in international education and administers youth exchange programs.

INDIANA 4-H/TOGO EXCHANGE

Application Form

Please carefully complete this application form. All responses should be typed or neatly printed. In addition to completing this application, you must furnish three references using the forms attached. You will want to give one of these forms to three people who know you well--for example, a teacher, family friend, Extension agent or minister. Please ask these three individuals to return their completed forms directly to the State 4-H Office. The address is on the reference forms. It is customary to furnish each individual with a pre-addressed, stamped envelope.

IMPORTANT: This application form must be received in the State 4-H Office no later than April 11 in order to be considered. Reference forms must be received by April 16. These deadlines are necessary in order to announce selections by April 21. You may want to check with your references to be sure they have submitted your reference forms. Please avoid disappointment by being certain that we receive your materials on time.

Full Name: _____ Name You Wish To Be Called: _____

Home Address: _____ Mailing Address: _____

_____ _____

Town State Zip Town State Zip

Age: _____ Sex: ( ) Male ( ) Female County: _____

Telephone Number: ( )_____ Date of Birth: _____

Parent/Guardian Name: _____ No. Years in 4-H: _____

Place of Residence: ( ) City ( ) Small Town ( ) Rural (non-farm) ( ) Farm

Participation in 4-H Agricultural Projects/Activities:

Name of Project/Activity	No. Years Participated	List Major Activities, Accomplishments, Responsibilites, Leadership Roles

Participation in 4-H Citizenship/Leadership Projects/Activities:

Name of Project/Activity	No. Years Participated	List Major Activities, Accomplishments, Responsibilites, Leadership Roles

Circle the highest year you will have completed in school as of June 1, 1986:

High School: 9-Freshman 10-Sophomore 11-Junior 12-Senior

College: Freshman Sophomore Special/Technical Training

Language Ability: (other than English - indicate: excellent, good, fair, poor, none)

Language	Reading	Writing	Speaking	Verbal Comp.	Years of Study

Travel Experience In the U.S.: _____

_____

_____

Travel Experience Outside the U.S.: _____

_____

_____

Family International Activities (include visitors hosted): _____

_____

_____

_____

Why do you wish to participate in this exchange? _____

_____

_____

_____

_____

_____

_____

_____

_____

If selected for this exchange, how would you propose to share your experience with others upon your return? _____

_____

_____

_____

_____

_____

Exchange applicants must meet the following criteria in order to be eligible for participation (please use this list as a checklist of eligibility):

( ) Be between 16 and 25 years of age on June 1, 1986

( ) Application must be received in State 4-H Office by April 11

( ) Provide 3 written references on attached forms (provide forms for references to send directly to the State 4-H Office)

( ) Reference forms must be received in State 4-H Office by April 16

( ) If selected as a finalist, applicant must be available for a personal interview in Indianapolis on Saturday, April 19

( ) If selected as a finalist, applicant must be available to participate in a preliminary orientation meeting in Indianapolis on Saturday, May 3

( ) If selected, exchangee must agree to present at least six presentations to groups telling about his/her exchange experience

With our signatures, we certify that the statements made in this application are true and accurate to the best of our knowledge. We have read the criteria for eligibility and believe the applicant to be a suitable candidate for this exchange experience.

Applicant	Parent/Guardian	Youth Agent
Date	Date	Date

Please return this form
no later than April 11 to:

Michael H. Stitsworth
4-H Department
AGAD Room 228
Purdue University
West Lafayette, Indiana 47907